



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Richmond Middle School

SAU: RSU 02

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2011-2012 NCLB Report Card



School: Richmond Middle School
SAU: RSU 02
Grade: 06



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	33	33	100	85	78	68	30	55	15	<1	32	1	
	2010-2011	51	51	100	63	66	72	12	51	33	4	50	1	0
Female	2009-2010	22	22	100	86	82	74	32	55	14	<1			
	2010-2011	29	29	100	55	70	76	14	41	38	7			
Male	2009-2010	11	11	100	82	73	63	27	55	18	<1			
	2010-2011	22	22	100	73	62	68	9	64	27	<1			
Caucasian/White	2009-2010	33	33	100	85	78	69	30	55	15	<1			
	2010-2011	48	48	100	67	67	73	13	54	29	4			
African American/Black	2009-2010	0	0				47							
	2010-2011	1	1	100			52							
Hispanic	2009-2010	0	0				62							
	2010-2011	0	0				67							
Asian or Pacific Islander	2009-2010	0	0				70							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	1	1	100			65							
Economically Disadvantaged	2009-2010	14	14	100	93	70	56	7	86	7	<1			
	2010-2011	21	21	100	57	56	60	10	48	38	5			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	7	100		39	29							
	2010-2011	6	6	100		24	33							
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				46							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Richmond Middle School
SAU: RSU 02
Grade: 07



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	37	37	100	57	66	69	3	54	38	5	36	1	
	2010-2011	30	30	100	70	69	66	17	53	17	13	28	2	0
Female	2009-2010	21	21	100	67	75	76	<1	67	33	<1			
	2010-2011	20	20	100	75	75	73	25	50	20	5			
Male	2009-2010	16	16	100	44	59	62	6	38	44	13			
	2010-2011	10	10	100	60	61	59	<1	60	10	30			
Caucasian/White	2009-2010	36	36	100	56	67	69	3	53	39	6			
	2010-2011	30	30	100	70	69	67	17	53	17	13			
African American/Black	2009-2010	1	1	100			53							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				60							
	2010-2011	0	0				52							
Asian or Pacific Islander	2009-2010	0	0				77							
	2010-2011	0	0				64							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	0	0				61							
Economically Disadvantaged	2009-2010	23	23	100	61	58	57	4	57	35	4			
	2010-2011	14	14	100	64	58	52	<1	64	14	21			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	3	3	100		46	28							
	2010-2011	7	7	100		24	25							
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				40							

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School: Richmond Middle School
SAU: RSU 02
Grade: 08



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	33	33	100	52	58	68	6	45	39	9	33	0	
	2010-2011	34	34	100	62	70	72	<1	62	32	6	34	0	0
Female	2009-2010	18	18	100	67	72	76	11	56	28	6			
	2010-2011	20	20	100	70	79	78	<1	70	25	5			
Male	2009-2010	15	15	100	33	45	61	<1	33	53	13			
	2010-2011	14	14	100	50	63	68	<1	50	43	7			
Caucasian/White	2009-2010	31	31	100	52	58	69	6	45	39	10			
	2010-2011	33	33	100	61	71	73	<1	61	33	6			
African American/Black	2009-2010	1	1	100			50							
	2010-2011	0	0				52							
Hispanic	2009-2010	1	1	100			57							
	2010-2011	0	0				67							
Asian or Pacific Islander	2009-2010	0	0				76							
	2010-2011	0	0				84							
American Indian or Native Alaskan	2009-2010	0	0				50							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	15	15	100	60	51	56	<1	60	20	20			
	2010-2011	23	23	100	65	60	61	<1	65	30	4			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	5	5	100		23	26							
	2010-2011	3	3	100		35	32							
Limited English Proficient	2009-2010	0	0				43							
	2010-2011	0	0				49							

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School: Richmond Middle School
SAU: RSU 02
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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	33	33	100	61	67	63	15	45	33	6	32	1
	2010-2011	51	51	100	33	52	64	6	27	41	25	50	1
Female	2009-2010	22	22	100	55	61	62	14	41	36	9		
	2010-2011	29	29	100	21	48	63	7	14	48	31		
Male	2009-2010	11	11	100	73	75	63	18	55	27	<1		
	2010-2011	22	22	100	50	55	64	5	45	32	18		
Caucasian/White	2009-2010	33	33	100	61	67	64	15	45	33	6		
	2010-2011	48	48	100	35	52	65	6	29	40	25		
African American/Black	2009-2010	0	0				40						
	2010-2011	1	1	100			36						
Hispanic	2009-2010	0	0				49						
	2010-2011	0	0				57						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	0	0				66						
American Indian or Native Alaskan	2009-2010	0	0				50						
	2010-2011	1	1	100			60						
Economically Disadvantaged	2009-2010	14	14	100	50	50	49	7	43	50	<1		
	2010-2011	21	21	100	29	41	50	10	19	43	29		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	7	100		45	29						
	2010-2011	6	6	100		24	28						
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				39						

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	37	37	100	35	54	60	3	32	30	35	36	1
	2010-2011	30	30	100	50	56	58	10	40	37	13	28	2
Female	2009-2010	21	21	100	24	52	59	<1	24	43	33		
	2010-2011	20	20	100	50	55	59	10	40	30	20		
Male	2009-2010	16	16	100	50	55	61	6	44	13	38		
	2010-2011	10	10	100	50	58	58	10	40	50	<1		
Caucasian/White	2009-2010	36	36	100	36	55	61	3	33	31	33		
	2010-2011	30	30	100	50	56	60	10	40	37	13		
African American/Black	2009-2010	1	1	100			35						
	2010-2011	0	0				29						
Hispanic	2009-2010	0	0				42						
	2010-2011	0	0				44						
Asian or Pacific Islander	2009-2010	0	0				72						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	23	23	100	35	44	46	4	30	30	35		
	2010-2011	14	14	100	43	38	44	7	36	50	7		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	3	3	100		46	25						
	2010-2011	7	7	100		31	22						
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				33						

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Grade: 08



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	33	33	100	33	53	60	3	30	30	36	33	0
	2010-2011	34	34	100	35	51	59	3	32	24	41	34	0
Female	2009-2010	18	18	100	33	54	60	<1	33	39	28		
	2010-2011	20	20	100	30	52	58	<1	30	30	40		
Male	2009-2010	15	15	100	33	51	59	7	27	20	47		
	2010-2011	14	14	100	43	50	60	7	36	14	43		
Caucasian/White	2009-2010	31	31	100	35	54	60	3	32	29	35		
	2010-2011	33	33	100	36	53	60	3	33	21	42		
African American/Black	2009-2010	1	1	100			34						
	2010-2011	0	0				32						
Hispanic	2009-2010	1	1	100			48						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	0	0				71						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	15	15	100	20	37	45	7	13	47	33		
	2010-2011	23	23	100	39	39	44	<1	39	22	39		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	5	5	100		17	21						
	2010-2011	3	3	100		15	22						
Limited English Proficient	2009-2010	0	0				29						
	2010-2011	0	0				32						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Richmond Middle School
SAU: RSU 02
Grade: 08



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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	38	35	92	69	74	71	9	60	26	6	35	0
Female													
	2010-2011	22	22	100	68	72	69	<1	68	32	<1		
Male													
	2010-2011	16	13	81	69	76	73	23	46	15	15		
Caucasian/White													
	2010-2011	35	33	94	70	74	72	9	61	24	6		
African American/Black													
	2010-2011	0	0				46						
Hispanic													
	2010-2011	0	0				59						
Asian or Pacific Islander													
	2010-2011	0	0				73						
American Indian or Native Alaskan													
	2010-2011	0	0				61						
Economically Disadvantaged													
	2010-2011	24	21	88	71	64	60	10	62	19	10		
Migrant													
	2010-2011	0	0										
Students with Disabilities													
	2010-2011	8	6	75		67	41						
Limited English Proficient													
	2010-2011	0	0				39						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Richmond Middle School
SAU: RSU 02
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 100	E: 99 M: 99	69	E: 72 M: 70	E: 69 M: 70	100	E: 99 M: 100	E: 99 M: 99	44	E: 56 M: 53	E: 61 M: 61	93	96	95
Caucasian/White	100	E: 99 M: 100	E: 99 M: 99	68	E: 71 M: 71	E: 70 M: 71	100	E: 99 M: 100	E: 99 M: 99	45	E: 56 M: 54	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 99 M: 99	E: 99 M: 99	74	E: 63 M: 60	E: 58 M: 58	100	E: 99 M: 99	E: 99 M: 99	41	E: 44 M: 39	E: 48 M: 47			
Students with Disabilities	*	E: 96 M: 99	E: 98 M: 98	*	E: 35 M: 29	E: 33 M: 30	*	E: 96 M: 99	E: 98 M: 98	*	E: 26 M: 23	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Richmond Middle School
SAU: RSU 02



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	6	2	2	0	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.